

Holistic learning

The MYP emphasizes the disciplined study of subjects which the programme has arranged in eight groups, but requires an approach to teaching and learning that embraces and extends these subjects. The MYP provides a framework for developing links between the subject groups and between the subjects and real-world issues so that students will learn to see knowledge as an interrelated whole. This is one aspect of holistic learning.

Through the contexts for learning provided by the MYP's areas of interaction (see the section "The areas of interaction" in this guide), students can come to realize that most real-world problems require insights gained from a variety of disciplines. Students develop skills of inquiry and come to understand the similarities and differences between different approaches to human knowledge. The framework allows students to apply disciplinary knowledge to different contexts. The areas of interaction serve to emphasize the relationships between the subject groups and provide a global view of situations and issues.

Whereas traditional curriculum frameworks have usually described the curriculum in terms of a body of knowledge only, the MYP views the curriculum as meeting the needs of the whole person. This other aspect of holistic learning is exemplified in the provision of objectives not just for knowledge alone. The MYP places great emphasis on:

the understanding of concepts
the mastery of skills
the development of attitudes that can lead to considered and appropriate action.

Through acknowledging and attempting to meet the diverse needs of the student—physical, social, intellectual, aesthetic and cultural—schools ensure that learning in the MYP is significant, provocative, relevant, engaging and challenging.

Page 10, *MYP: From principles into practice*, 2008

A holistic approach within the MYP means:

- that the student is at the centre of all teaching and learning attempting to meet the diverse needs of the students
- that concurrency of learning is addressed—all eight subjects groups are taught in a sustained manner throughout the school year, each and every year of the programme.
- Language B – same language sustained over the course of the year, each year of the programme.
- Arts – Students must engage in structured learning in both visual and performing arts at some point during the programme.
- Technology – Schools must teach the aims and objectives according to the subject guide as well as teaching all three branches of technology (information, design and systems) during the course of the programme. This course is more than a study of ICT.
- PE – Sustained over the course of the year and taught by trained, professional PE teachers.